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AUTHOR Armstrong, William B.; Rabinowitz, Mindy

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ABSTRACT

In 1989, a survey was conducted by the San Diego Community College District (SDCCD) to determine the future hiring and educational needs of the San Diego business and industrial community. The survey sample of 1,100 firms was derived from the list of businesses and industries that participate on the SDCCD Vocational Advisory Committee. Study findings, based on a 34% response rate, included the following: (1) 69.3% of the responding firms were classified as service sector businesses and another 20% were manufacturing industries; (2) about 90% had been in business over 10 years; (3) most of the respondents represented small firms with 50 or fewer employees or large firms with over 200 employees; (4) over the next 5- and 10-year periods, both small and large firms anticipated dramatic increases in staff size; (5) newspaper ads were the most popular method of employee recruitment, though job announcements and personal referrals were also utilized; (6) approximately one-third of the respondents indicated that they recruited from the SDCCD, but most did not use the SDCCD as a recruiting tool; (7) of the firms recruiting from the SDCCD, 73.3% felt that the training students received was adequate, more than adequate, or excellent; (8) approximately two-thirds believed that their entry-level employees had adequate skills in reading, writing, and math; and (9) SDCCD programs designed to prepare people for employment, employment changes, or career advancement, programs aimed at assisting people in obtaining or maintaining licenses and certificates, and programs for customized training were ranked as most important. The survey instrument and responses to open-ended questions are appended. (JMC)

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Educational Master Plan
Business and Industry Survey

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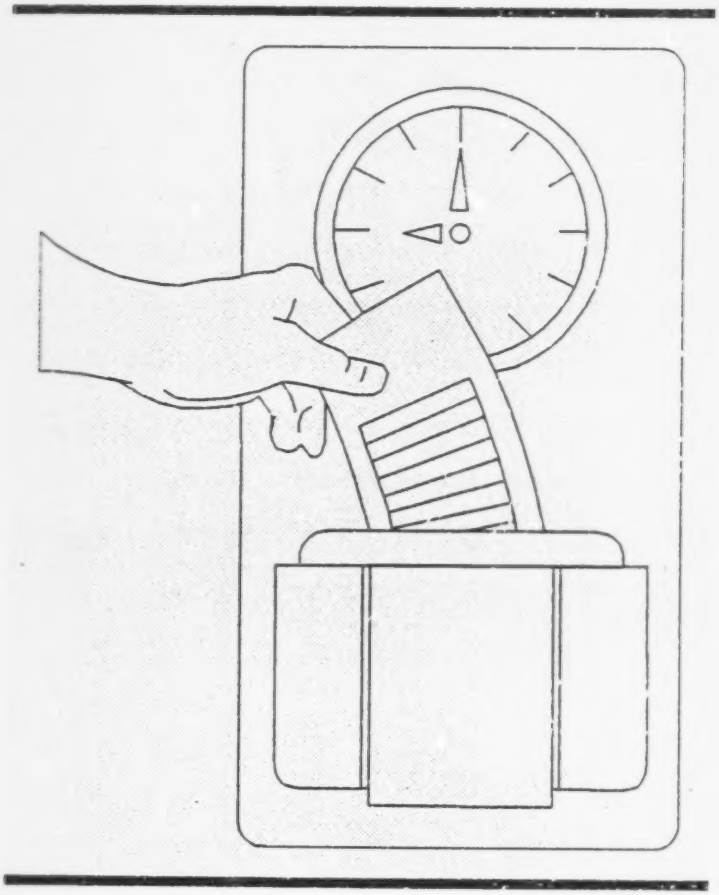

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Conducted by:
Research and Planning
November, 1989

William B. Armstrong
Mindy Rabinowitz

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SAN DIEGO COMMUNITY COLLEGE DISTRICT
EDUCATIONAL MASTER PLAN
BUSINESS AND INDUSTRY SURVEY

EXECUTIVE SUMMARY

BACKGROUND

The planning process provides the framework to review and update our educational services. To be effective, comprehensive planning must incorporate the views of the community we serve. This includes an assessment of the views of the business and industrial community. To conduct this assessment, a Business and Industry survey was conducted and the results are presented and discussed in this report.

PURPOSE

The purpose of this survey was to determine the future employment and educational needs of the San Diego Business and Industrial community. The information gathered for this survey will be used to guide the development and implementation of the goals of the San Diego Community College District (SDCCD) Educational Master Plan.

METHOD

The surveys were developed by the SDCCD office of Research and Planning in consultation with members of the Master Plan Steering committee, the SDCCD Office of Vocational Education and Employment Training, and the San Diego Chamber of Commerce. The survey sample was derived from the list of business and industries who participate on the SDCCD Vocational Advisory Committee. Eleven hundred (1,100) surveys sent, of which 359 were returned, yielding a response rate of approximately 34%.

RESPONDENTS

The majority of respondent firms are classified as service sector businesses. Most have been in business over ten years and tend to be either small firms with 0-50 employees, or large firms, with over 201 employees. Over the next five and ten year intervals, both small and large firms anticipate dramatic increases in staff size.

RECRUITMENT

Newspaper ads are the popular method of recruitment, although job announcements and personal referrals are also utilized. Although many firms recruit from the SDCCD, most do not use the District as a recruiting tool. Firms recruiting from the SDCCD feel the training is adequate or more than adequate. Additionally, a clear majority of employers feel their entry-level employees have adequate basic skills.

TRAINING

In-house training programs are used for the majority of training implemented by respondent firms. However, basic skills training, such as reading comprehension and mathematics, are not offered by these firms. Many respondents indicated that the teaching of basic reading and mathematics skills should be done in a work-related or functional context to reduce training time and increase the relevance of training for the student and employer. A significant number of organizations do not provide training for clerical and secretarial skills, sales techniques, communication skills and microcomputer training. Many firms interested in providing basic skills training to employees are unaware of the vocational education training services provided by the SDCCD, while some use other providers.

ROLE OF SDCCD

Although the diversity of respondents generally indicated that SDCCD offerings were sufficient, many feel there are areas of improvement. Some areas noted include basic skills training, business skills training, career counseling services, internship programs, increased advertising, increased interaction with employers and the business community, and on-the-job training.

Respondents indicated that programs such as customized training, employment development, certificate and licensing programs, basic skills, and Vocational English as a second language are all important. Those considered most important by the respondent organizations are employment programs and licensing and certificate programs.

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SAN DIEGO COMMUNITY COLLEGE DISTRICT
EDUCATIONAL MASTER PLAN
BUSINESS AND INDUSTRY SURVEY

Background

The planning process provides the framework to review and update our educational services. To be effective, comprehensive planning should incorporate the views of students, staff and the community. The development of our Master Plan goals and objectives must be informed by internal and external environmental assessments of our strengths and weaknesses. This assessment should also assist in identifying factors or variables which are critical to our success as a diverse and responsive educational institution. Through an evaluation process, we can measure our effectiveness as an institution by careful monitoring of the attainment of the goals and objectives we develop.

Essential to formulating informed goals and objectives is an assessment of the views of students, staff, and members of the community, including business and industry. As part of the Mission of the District, we are committed to offering:

> "linkages with business, industry, governmental agencies, and the military, to plan and develop instructional packages and training programs, to develop the well-educated workforce that meets the emerging needs of our community."

Essential to forging these linkages is an assessment of the views of the business and industrial community. To conduct this assessment, a Business and Industry survey was conducted and the results are presented and discussed in this report.

Purpose

The purpose of this survey was to determine the future employment and educational needs of the San Diego Business and Industrial community. The information gathered for this survey will be used to guide the development and implementation of the goals of the San Diego Community College District (SDCCD) Educational Master Plan.

Method

The surveys were developed by the SDCCD office of Research and Planning in consultation with members of the Master Plan Steering committee, the SDCCD Office of Vocational Education and Employment Training, and the San Diego Chamber of Commerce. The survey sample was derived from the list of business and industries who participate on the SDCCD Vocational Advisory Committee. Members of this committee represent over 500 businesses and industries in the San Diego region. Represented entities include the military, tourism, services, banking and finance, trade, technical, medical, recreational, agricultural and manufacturing. This sample was selected due to the diversity of activities represented as well as the belief that prior familiarity or association with the SDCCD would increase the likelihood of a response to the survey, thus increasing the overall survey response rate. In addition, the availability of a mailing list enabled the Research Office to mail surveys directly to an individual within the organization, rather than being sent to the Personnel or CEO's office of each organization.

Each organization selected for the survey received a double sided, scannable questionnaire, a cover letter from the District Chancellor explaining the purpose of the survey, and a postage paid envelope for return of the surveys. Eleven hundred (1,100) surveys were sent during the week of August 28, 1989 and respondents were asked to return the surveys within two weeks. Surveys were received by the Research and Planning office throughout the month of September. Of the 1,100 surveys sent, 359 were returned for a response rate of approximately 34%.

Analysis

Surveys were scanned in the Research and Planning office and the results were analyzed using the Statistical Package for the Social Sciences (SPSS). Analyses included frequency distribution of responses and bivariate contingency tables (crosstabs) for each classification of business and industry. The survey also included four (4) open ended response questions designed to elicit respondent perceptions of the Vocational Advisory process and future training needs. A copy of the survey instrument is included in Appendix A. This report will include frequency distributions and selected analysis of important findings revealed by crosstabulation analysis.

Discussion

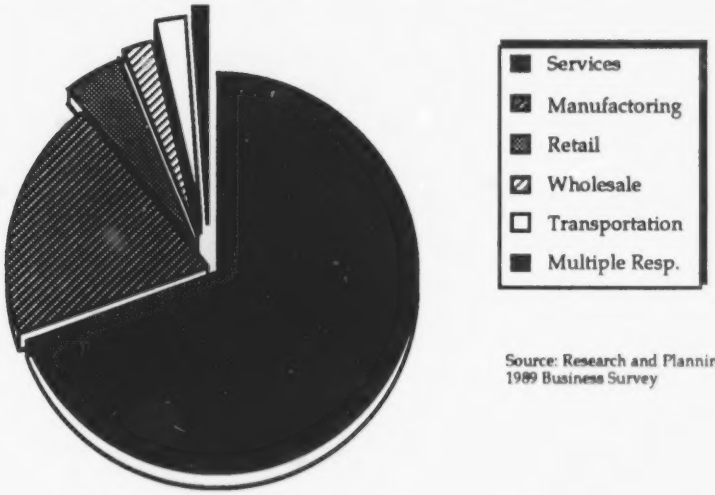
Organizational Characteristics

Industry

Although nearly one-fifth of respondents are in manufacturing industries (including aerospace and/or aviation), the overwhelming majority (69.3%) of respondents are in the service sector (see Figure 1). This is generally reflective of the very large service sector existing in the San Diego region (SANDAG, 1988). As can be seen in Figure 2, approximately one-third of these organizations are in health or human services; however, other service industries are also represented, including banking and finance, education, professional services, government, public services and public safety, and entertainment and tourism (including hotels and restaurants)

Figure 1

Question #1: Indicate the category in which your organization would be classified.



Source: Research and Planning
1989 Business Survey

N=359

Size and Future Hiring Expectations

Approximately 90% of respondent organizations have been in business over ten years (see Figure 3). The majority of these organizations fall into two size categories: small firms with fifty (50) or less employees and large firms, with two hundred and one (201) or more employees (see Figure 4). The large firms account for almost half of respondent businesses.

Figure 2

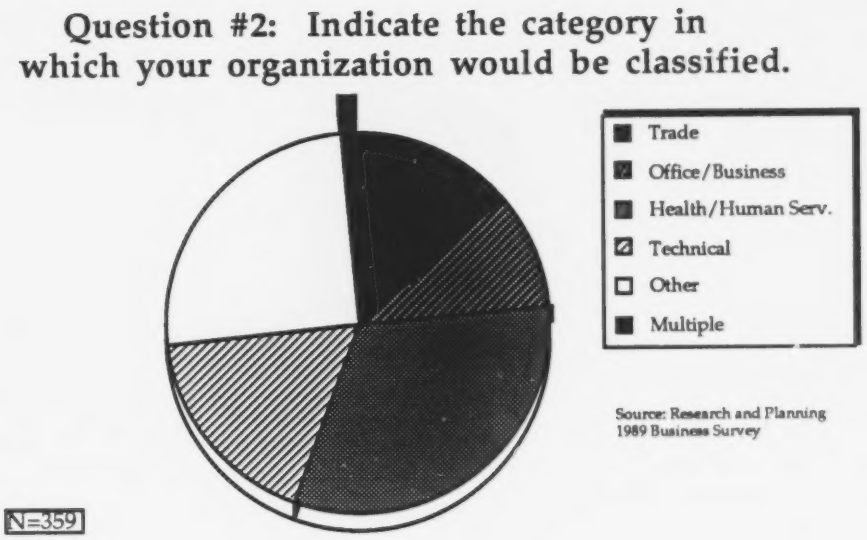


Figure 3

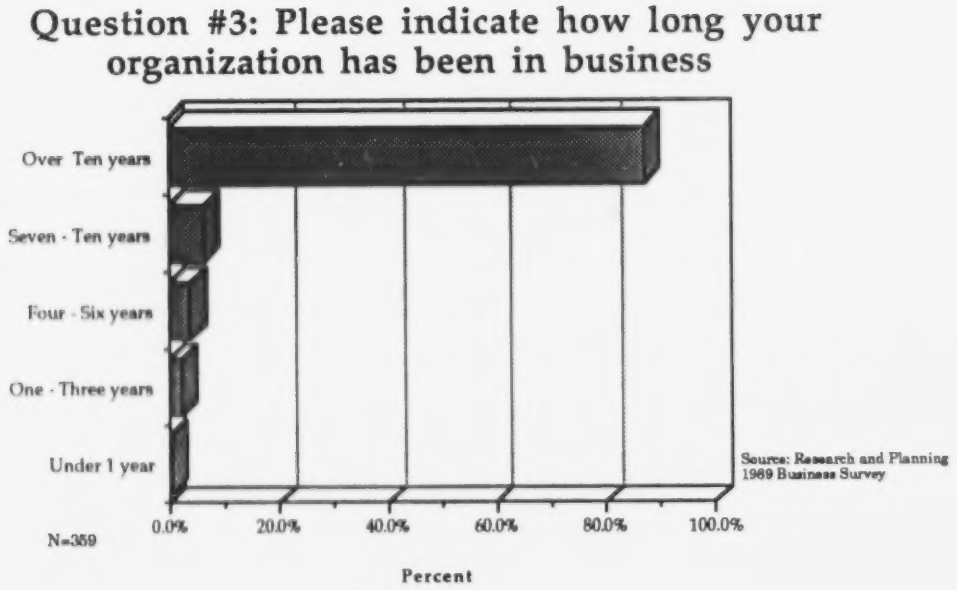
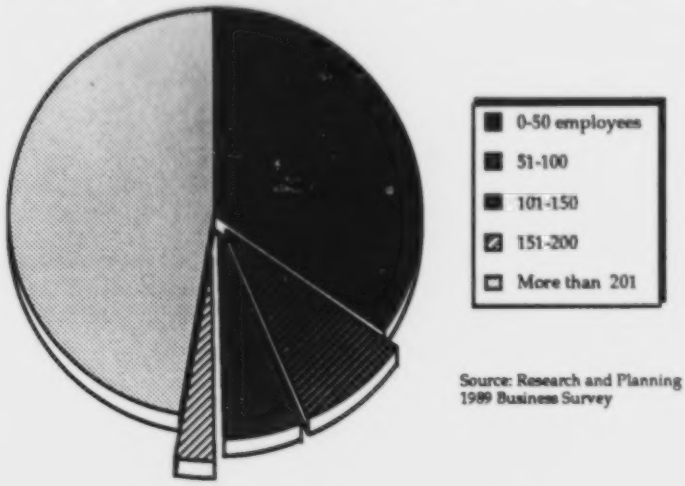


Figure 4

Question #4: What is the approximate number of employees in your organization?



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Source: Research and Planning
1989 Business Survey

Although all respondent firms anticipate hiring during the next ten years, the larger and smaller sized businesses expect the largest increases in their staffs during the next five and ten year periods. Results indicate that employer plans for hiring during both intervals fall into two distinct categories: to hire between 1-25 employees and to hire more than 101 employees. Based on the size breakdowns noted above, both small and large firms anticipate large hiring increases proportional to the current size of their operation.

As noted in Figures 5 and 6, a comparison of hiring rates during the first five year period and during the full ten years shows that smaller firms anticipate increased hiring during the first five year interval (39.7% vs. 27.6%), whereas the larger firms anticipate continuous hiring throughout the entire ten year period (36.8% vs.46.6%). However, it is apparent that both groups of employers expect to increase their staffs dramatically over the course of the next decade. This is consistent with general predictions of sustained growth in the region over the next five to ten years, particularly in the service sector (SANDAG, 1988).

Figure 5

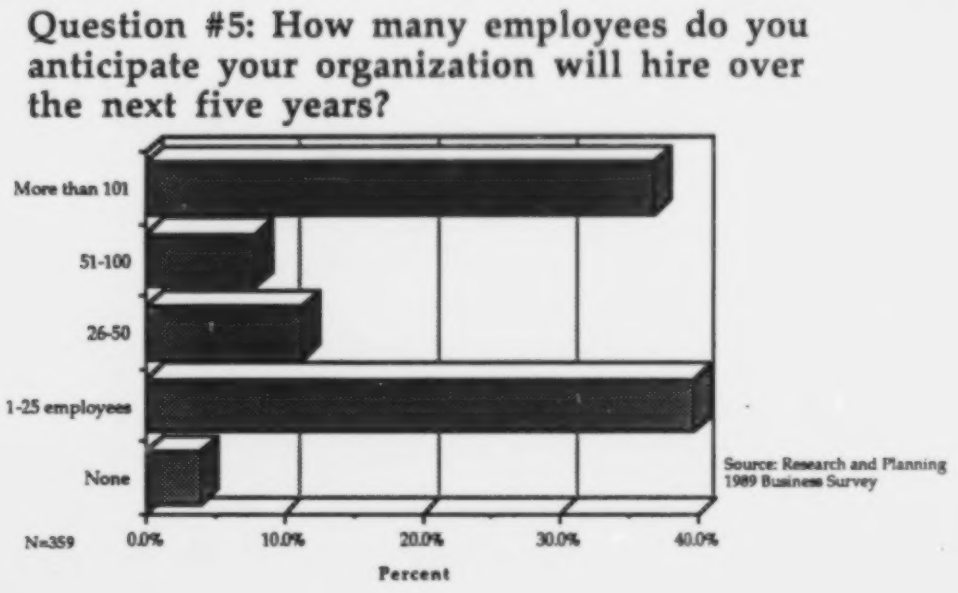
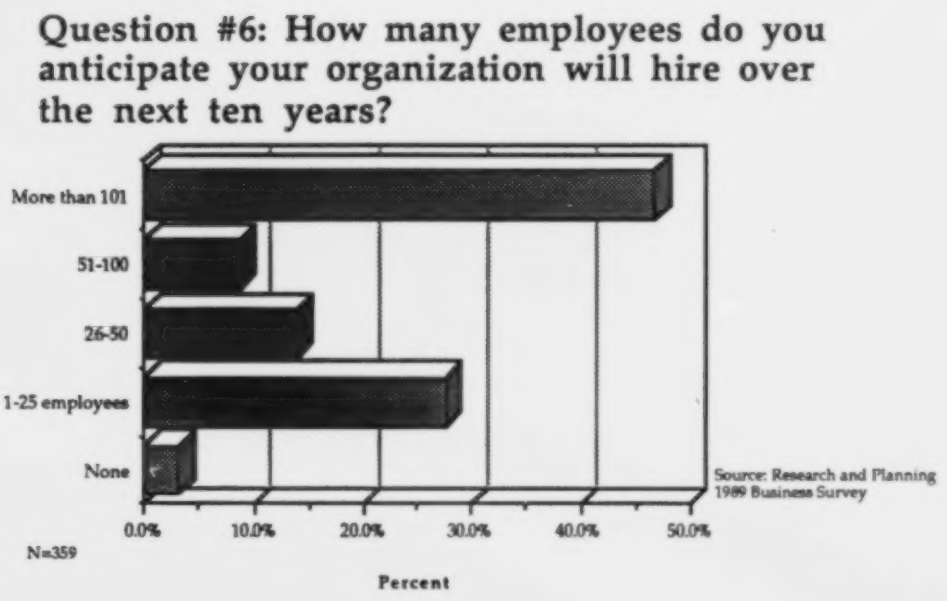


Figure 6

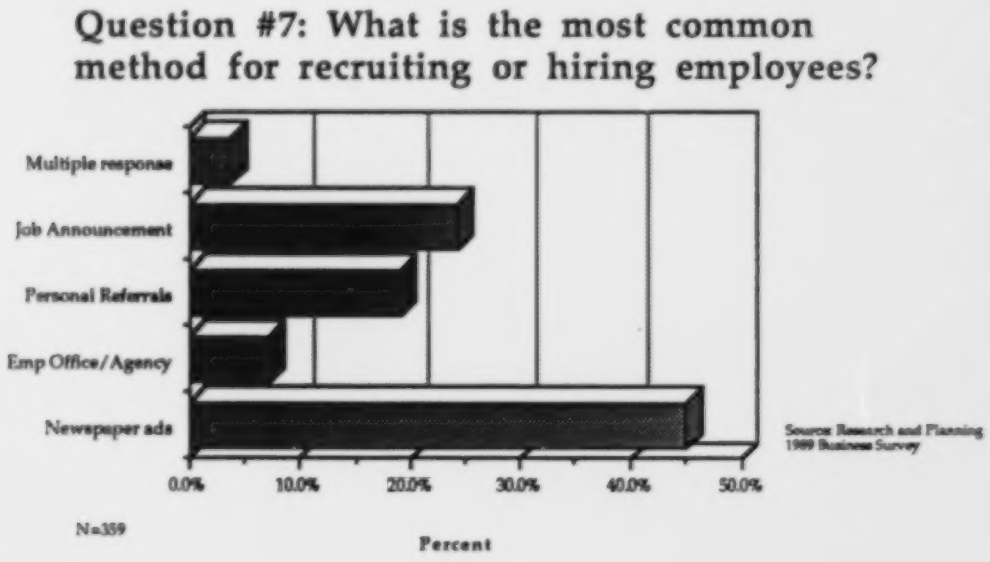


Recruitment

Approximately one-half of the employers surveyed use newspaper ads as a common method of recruitment. Also used to a lesser extent are job

announcements and personal referrals (see Figure 7). Businesses who do not recruit from the SDCCD tend to use newspaper advertising (52.6%) more than firms using SDCCD's services (31.4%), as well as increased use of personal referrals (60.3% vs. 31.7%).

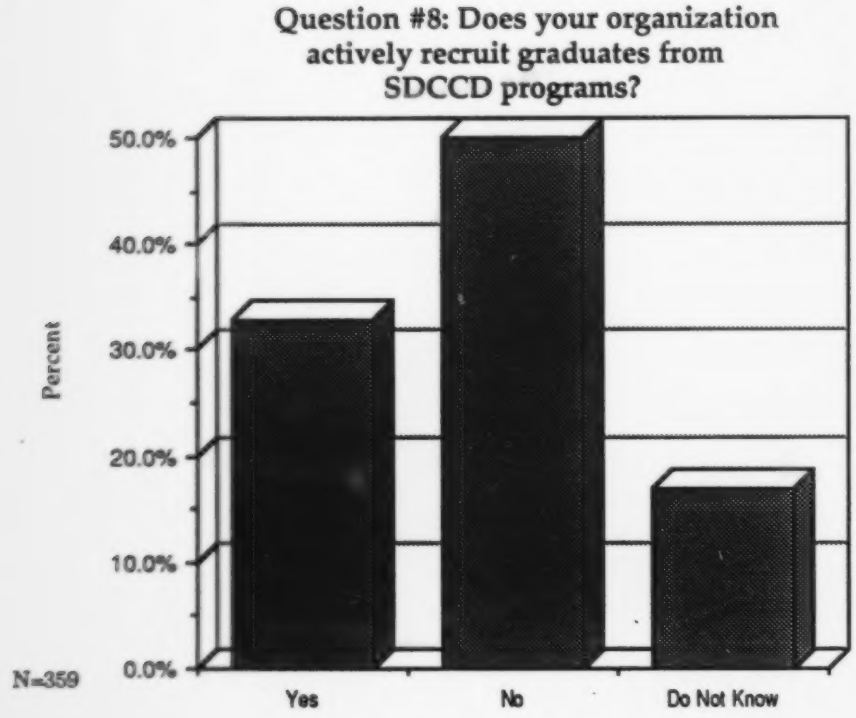
Figure 7



As can be seen in Figure 8, approximately one-third of employers recruit from the SDCCD; however, 50% do not recruit from the SDCCD and the remaining 16.8% are not sure whether they recruit from the SDCCD. The overwhelming majority of firms who recruit from SDCCD are in the service sector (mainly health and human services). Firms who do not recruit from the SDCCD are also in the service sector as well as in manufacturing businesses. These businesses in the latter group tend to be in trade as well as office and business industries.

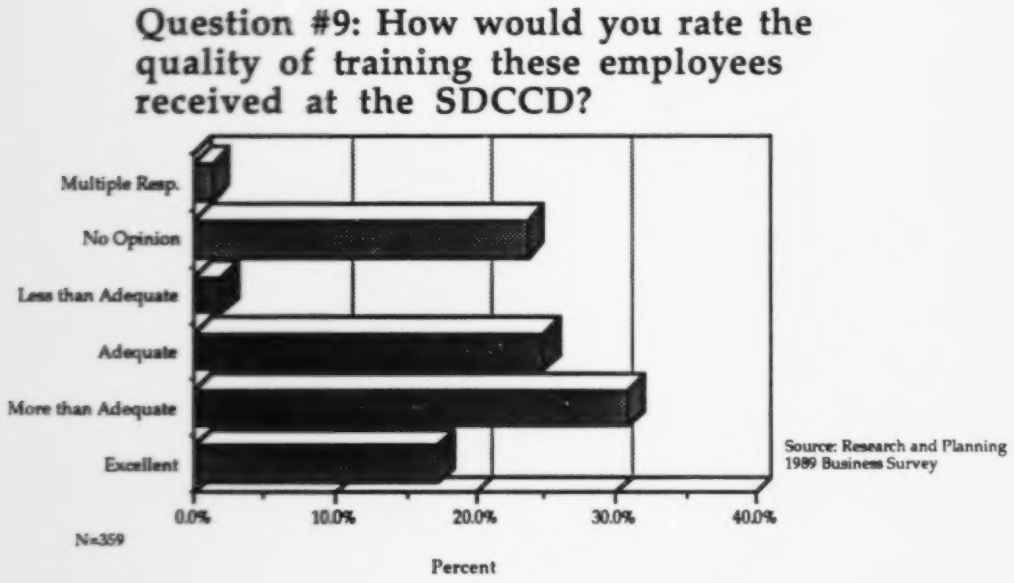
Of the organization recruiting from the SDCCD, 25% indicate that the training students receive is adequate, while approximately 31% believe training is more than adequate. Approximately, 17.3% feel the training received by students is excellent. However, almost 25% of the respondents have no opinion regarding the quality of the training (see Figure 9).

Figure 8



Source:Research and Planning
1989 Business Survey

Figure 9

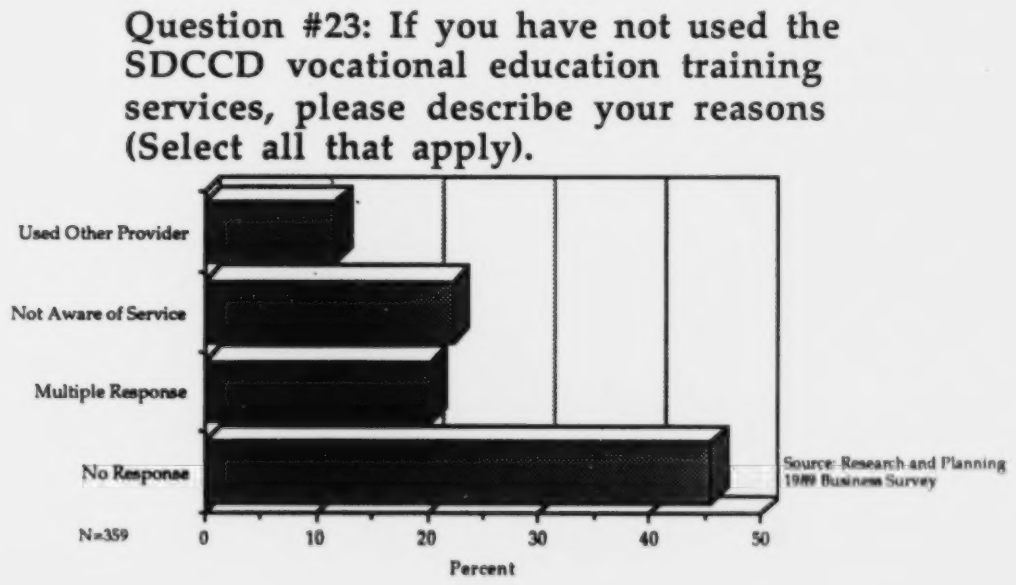


Source: Research and Planning
1989 Business Survey

TRAINING AND STAFF DEVELOPMENT

Respondents were asked if they made use of the vocational or educational training services offered by the SDCCD. Approximately one-half of the respondents did not respond to the question. It is difficult to determine if this was omitted unintentionally, or if these firms actually use the SDCCD training services. Of those that did respond, approximately 22% do not use this service because they are unaware of the services provided. Another 12% use other providers (see Figure 10).

Figure 10



Figures 11-16 indicate that in-house training staffs are responsible for the majority of training programs currently implemented in respondent organizations. The main training areas presently being addressed include management and supervisory development, written and verbal communication skills, customer relations, work attitudes and ethics, microcomputer skills, technical skills and knowledge, and skills update workshops.

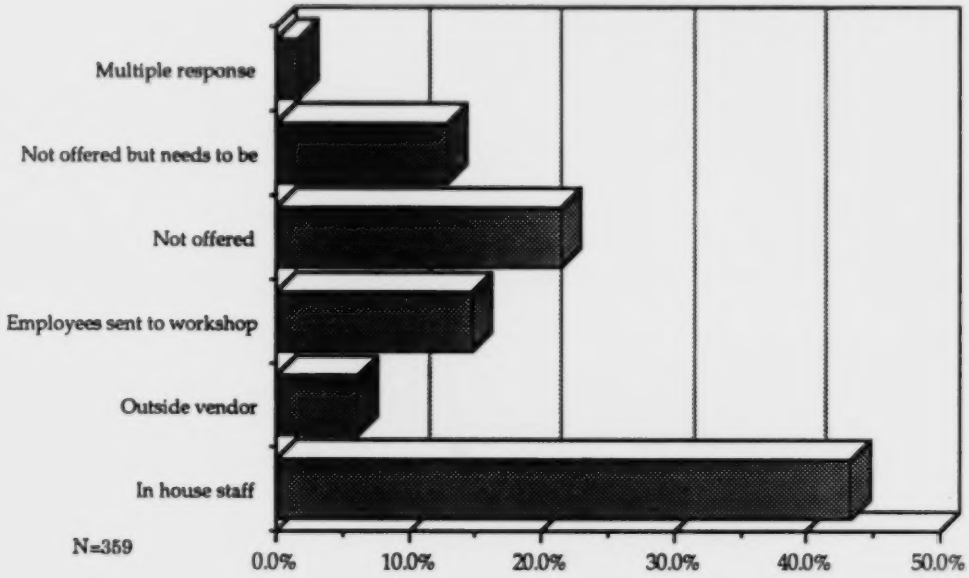
Figure 11

Question #11: Indicate who is the primary provider for each training/staff development activity (Management/Supervisory Development).

Source: Research and Planning
1989 Business Survey

Figure 12

Question #12: Indicate who is the primary provider for each training/staff development activity (Written and/or Verbal Communication



Source: Research and Planning
1989 Business Survey

Figure 13

Question #15: Indicate who is the primary provider for each training/staff development activity (Customer Relations/Work Attitudes/Ethics).

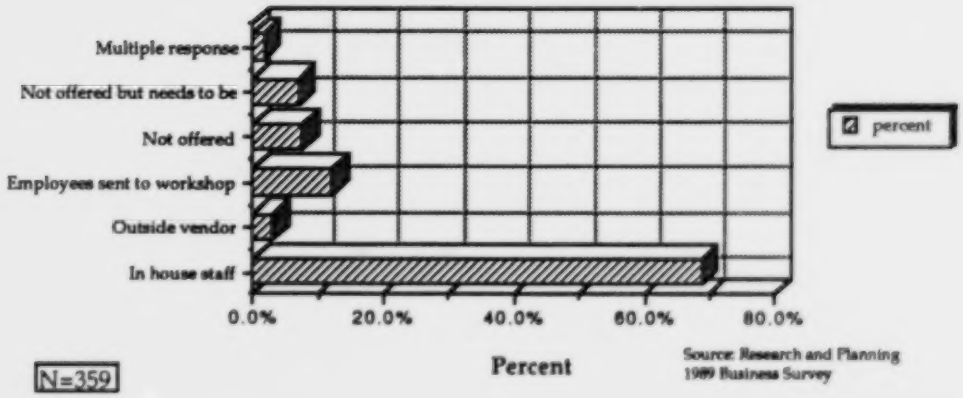


Figure 14

Question #18: Indicate who is the primary provider for each training/staff development activity (Microcomputer Applications).

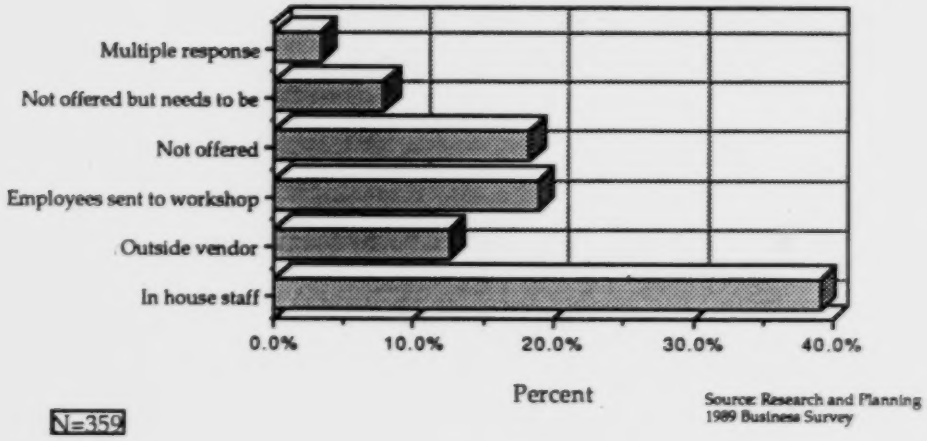


Figure 15

Question #16: Indicate who is the primary provider for each training/staff development activity (Technical Skills/Knowledge).

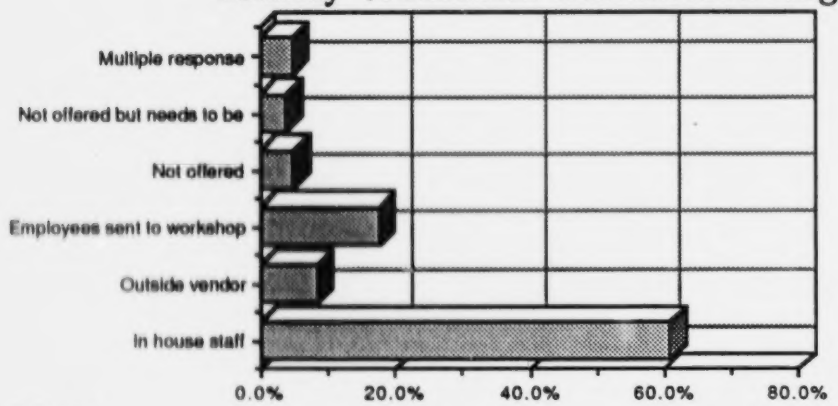


Figure 16

Question #20: Indicate who is the primary provider for each training/staff development activity (Update employee skills in technology, administration and current job setting).

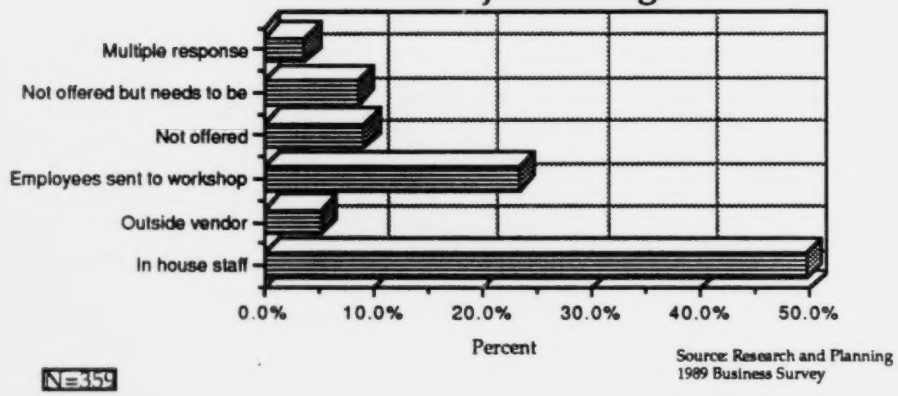
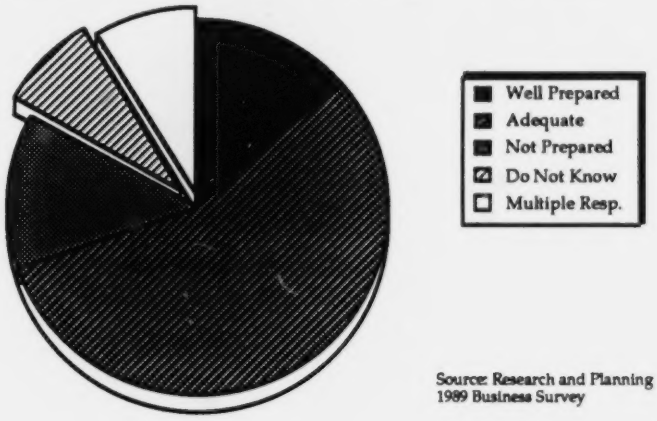


Figure 17 indicates that approximately two-thirds of those surveyed believe their entry level employees have adequate skills in the areas of reading, writing and math, and the overwhelming majority of firms do not offer any programs in

reading comprehension and math (56.7% and 55.8%, respectively. See Figures 18 and 19). Upon further inspection, businesses which do not offer these programs, but feel they need to be offered are primarily in the service, manufacturing, and technical industries.

Figure 17

Question #10: How well prepared do you feel your entry level employees are in the basic skills of Reading, Writing, & Math?



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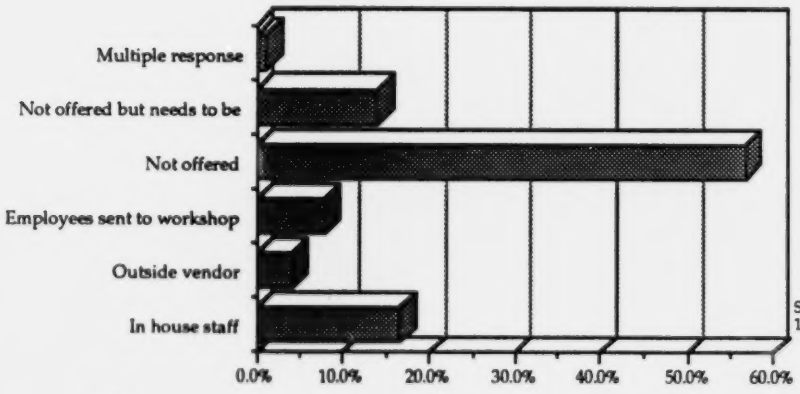
Source: Research and Planning
1989 Business Survey

Figure 18

Question #13: Indicate who is the primary provider for each training/staff development activity (Reading).



Source: Research and Planning
1989 Business Survey

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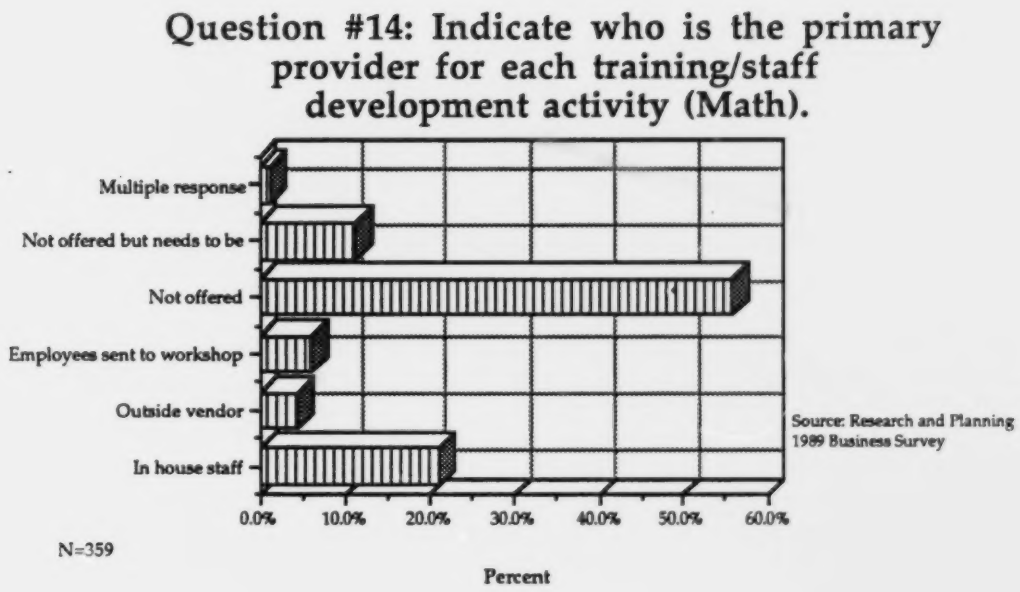
Percent

Figure 19



It is interesting to note that approximately one-half of the firms not offering programs in reading comprehension and approximately one-third of firms not offering math skills training, but believing these programs need to be offered, feel their entry level employees are not well prepared in the basic skills of reading, writing and math. Additionally, the majority of these firms tend to employ over 201 persons.

Approximately 30% of firms using outside vendors for reading comprehension skills and approximately 20% of firms using outside vendors for math skills training are unaware of training services offered by the SDCCD. Roughly 18% of firms which do not offer reading and math programs but believe they need to offer them are unaware of the SDCCD's training services.

Additionally, approximately one-third of surveyed firms do not provide any clerical and secretarial skills training programs and over half of the respondent firms do not provide any sales training (see Figures 20 and 21). Approximately 20% of respondent organizations do not offer any communication skills training and microcomputer training (refer back to Figures 12 and 14). The firms indicating they offer training in math, reading comprehension, clerical and secretarial skills, sales training and microcomputer applications but currently do not provide such training, indicate that vocational college training as well as short-term seminars and workshops would primarily best meet their skills training requirements.

Figure 20

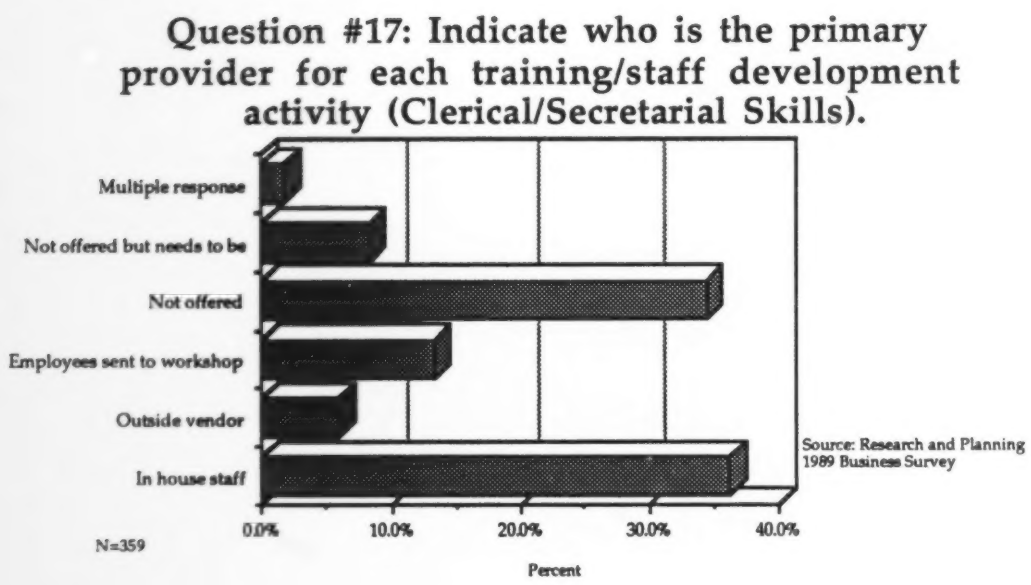
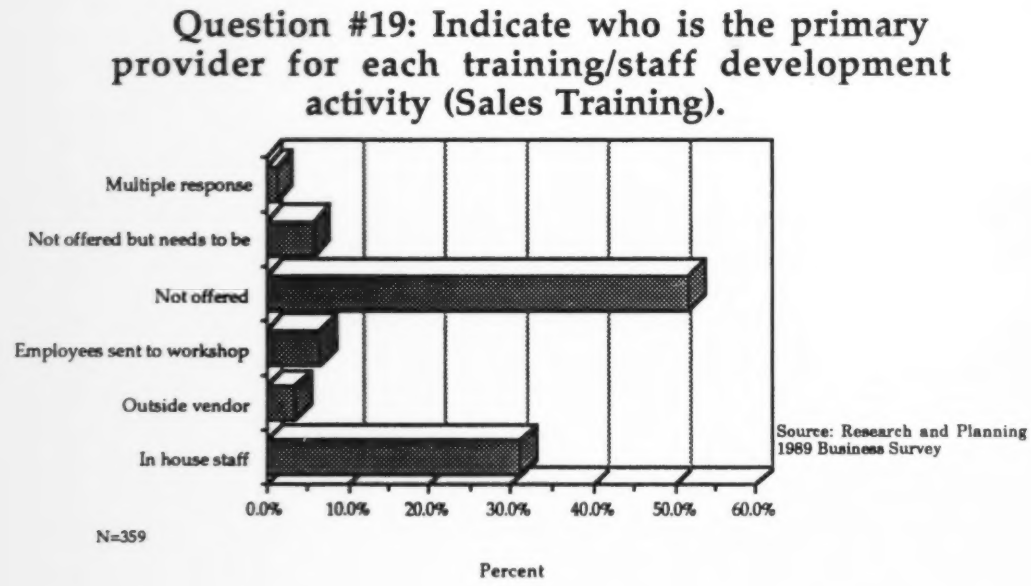


Figure 21



Of all organizations surveyed, approximately one-quarter indicate that vocational training best meets their needs, while approximately 20% feel that short-

term seminars and workshops would be most beneficial (see Figure 22). As can be seen in Figure 23, although the overwhelming majority (70%) feel there are no additional needs to be met by SDCCD, 30% disagreed.

Figure 22

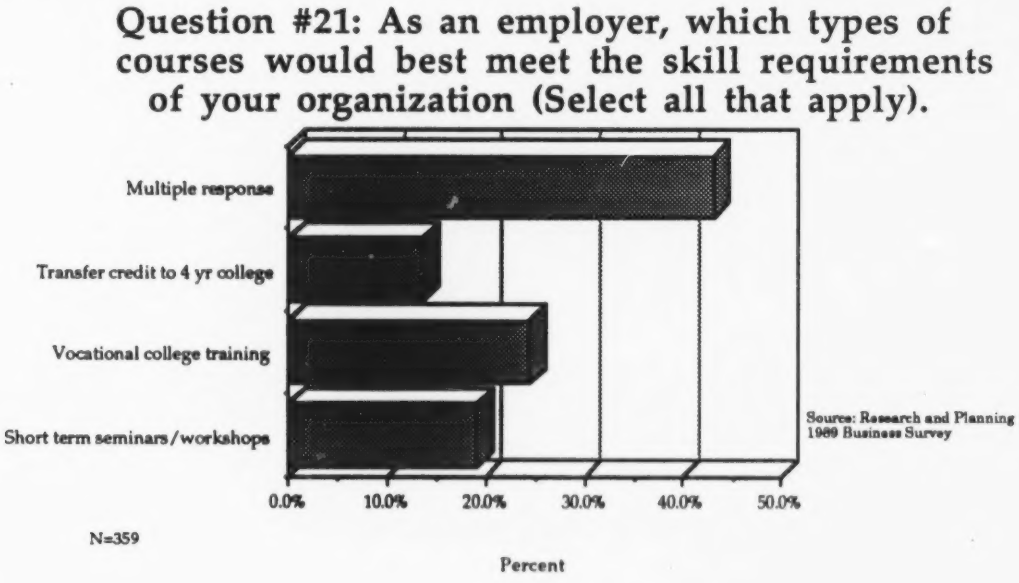
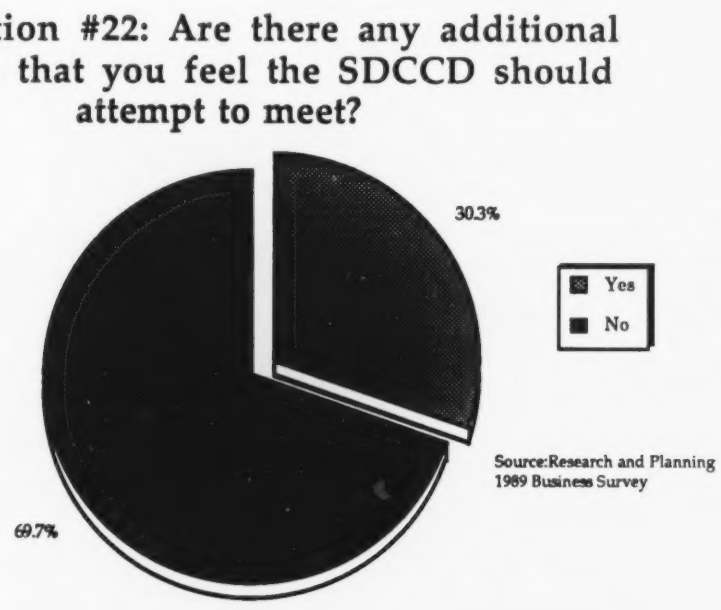


Figure 23



The following is a listing of the major areas noted for improvement in order of highest frequency.

- Basic skills (English, math)
- Business skills (wordprocessing, spreadsheets, accounting, math)
- Career counseling, job interview preparation, etc.
- Internship programs
- Increased advertising
- Increased employer interaction
- More practical knowledge (real world needs)
- On-the-job training

Other areas for improvement also mentioned include:

- Dental hygiene program
- Seminars and workshops
- Higher caliber students and higher standards
- Increased number of graduates
- More management classes
- Increased emphasis on medical terminology in medical assistant programs
- Periodic knowledge updates

ADDITIONAL PROGRAMS

Questions 24-30 asked respondents to rank the importance of several different programs provided by the SDCCD. The overwhelming majority of respondents feel that all programs mentioned are important to some degree. Figures 24-30 highlight these responses.

As can be seen in Figures 24-30, programs preparing people for employment, employment changes or career advancement, programs aimed at assisting people in obtaining or maintaining certificates and licenses and programs for customized training are considered most important. However, all programs are considered valuable.

Figure 24

Question #24: How important is it for the SDCCD to provide San Diego employers with customized training programs?

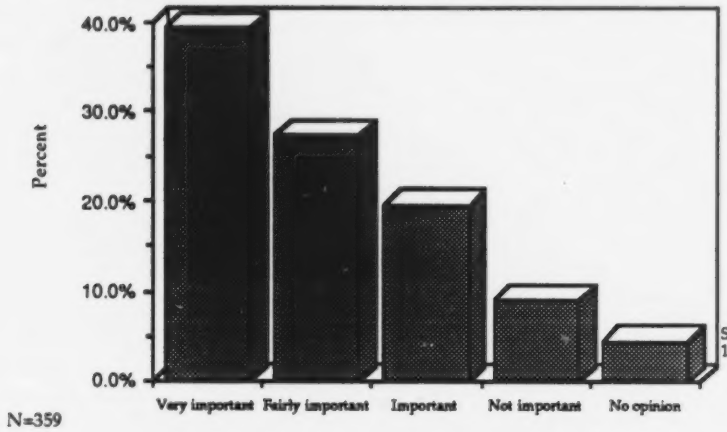


Figure 25

Question #25: How important is it for the SDCCD to offer occupational programs which prepare people for employment, change of employment, or advancement in their career?

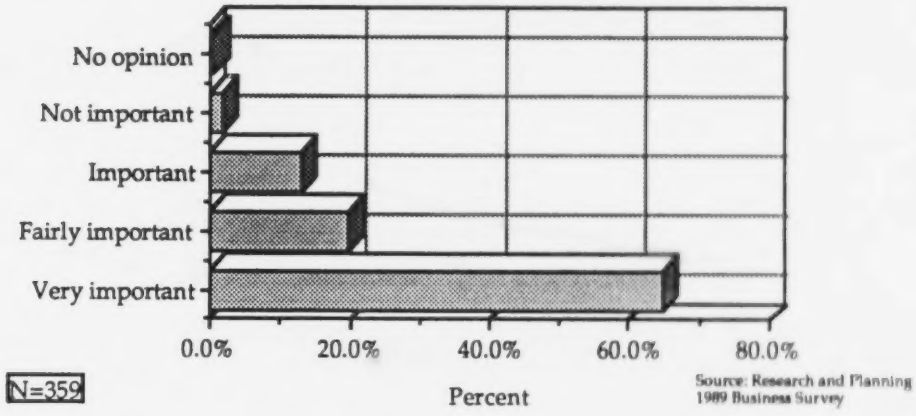


Figure 26

Question #26: How important is it for the SDCCD to offer occupational programs which help people to maintain or obtain a license or certificate?

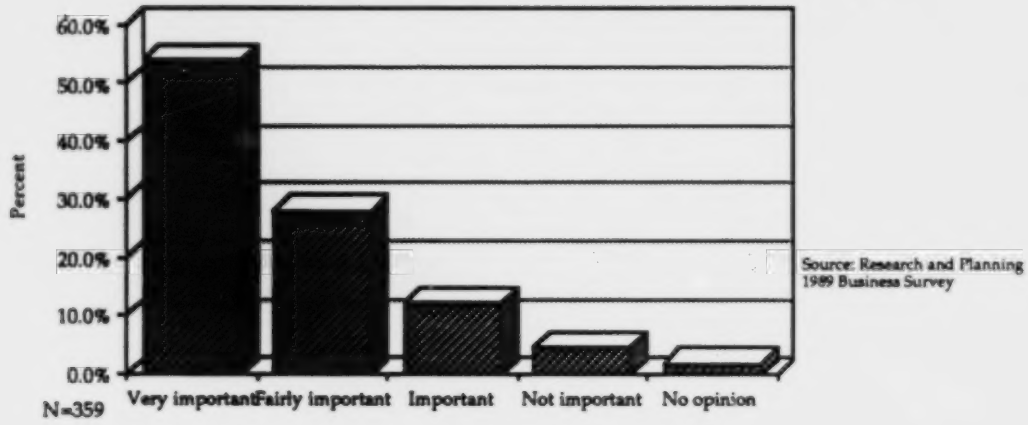


Figure 27

Question #27: How important is it for the SDCCD to provide assessment services to San Diego employers to identify basic skill levels of job applicants and/or current employees?

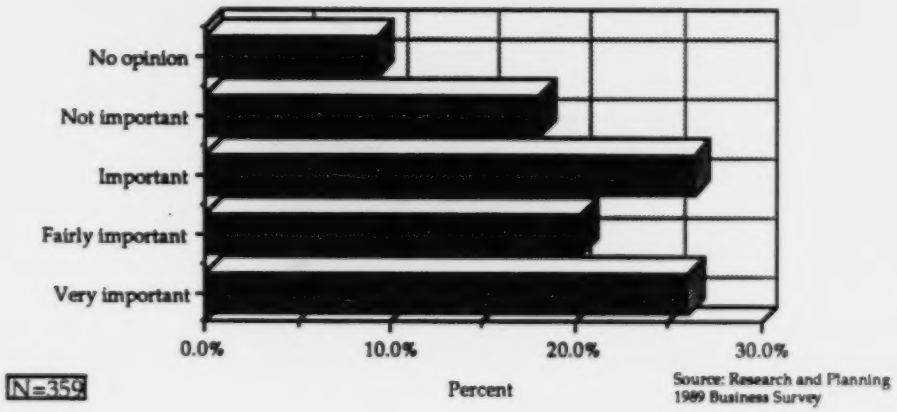


Figure 28

Question #28: How important is it for the SDCCD to provide training programs to San Diego employers to improve basic skill levels (reading, writing, computation) of current employees?

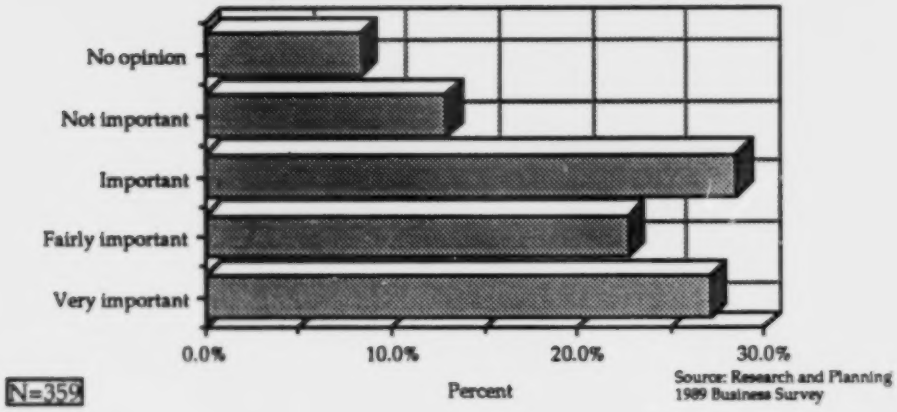


Figure 29

Question #29: How important is it for the SDCCD to integrate basic skills (reading and mathematics instruction) into technical training?

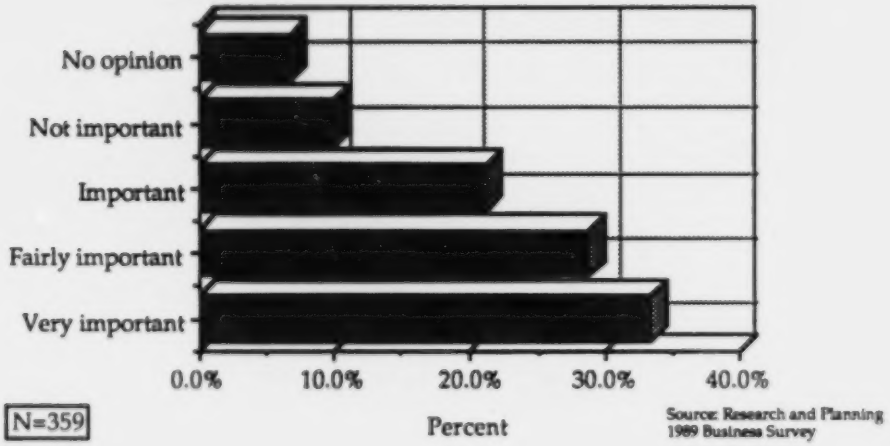
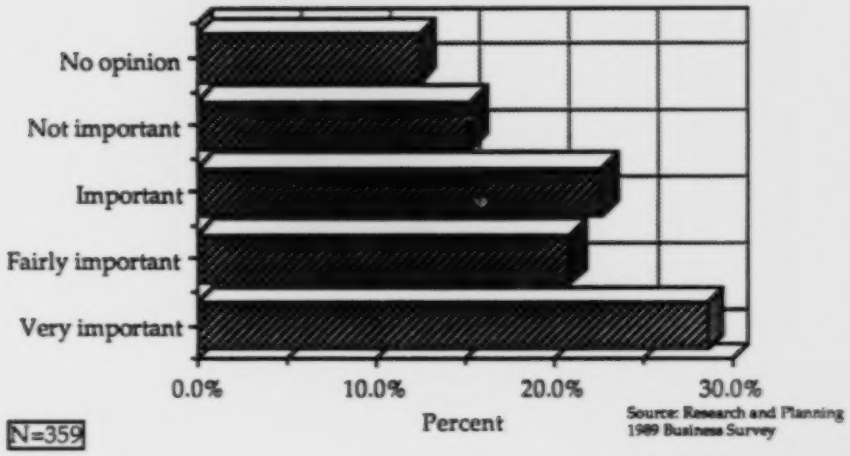


Figure 30

Question #30: How important is it for the SDCCD to provide Vocational English as a Second Language (VESL) instruction?



SUMMARY

In summary, the majority of respondent firms are classified as service sector businesses. Most have been in business over ten years and tend to be either small firms with 0-50 employees, or large firms, with over 201 employees.

Over the next five and ten year intervals, both small and large firms anticipate dramatic increases in staff size. Newspaper ads are the popular method of recruitment, although job announcements and personal referrals are also utilized. Although many firms recruit from the SDCCD, most do not use the District as a recruiting tool. Firms recruiting from the SDCCD feel the training is adequate or more than adequate. Additionally, a clear majority of employers feel their entry-level employees have adequate basic skills.

In-house training programs are used for the majority of training implemented by respondent firms. However, basic skills training, such as reading and comprehension and math, are not addressed by these firms. Additionally, a significant number of organizations do not provide training for clerical and secretarial skills, sales techniques, communication skills and microcomputer training. Many firms interested in providing basic skills training are unaware of the vocational education training services provided by the SDCCD, while some use other providers.

Although the majority of firms feel there are no additional needs for the SDCCD to meet, many feel there are areas of improvement. Some areas noted include better integration of basic skills into technical training, business skills

training, career counseling services, internship programs, increased advertising, increased interaction with employers and the business community, and on-the-job training.

Firms feel programs such as customized training, employment development, certificate and licensing programs, basic skills, and Vocational English as a second language are all important. Those considered most important by the respondent organizations are employment programs and licensing and certificate programs.

IMPLICATIONS

Most respondent firms are in the service sector, with a large percentage in health/human services. This mirrors the expected trend within San Diego through the 1990's and into the twenty-first century. (United Way Future Scan, EDD, SANDAG). Programs and services offered by the SDCCD should focus on meeting the needs of service sector businesses, specifically health practitioners.

Both large and small firms are well represented in the survey and therefore, efforts to increase exposure and recruitment need to be directed throughout the business community to reach businesses of all sizes. Firms in San Diego anticipate large increases in their staffs over the next ten years and the SDCCD needs to be ready to meet these hiring needs.

Most responding firms have been in existence over ten years. The Educational Master Plan will cover the next ten year period, so it is important for the SDCCD to market themselves to employers of all sizes. During this ten year period, newly established firms will be growing, becoming more established and needing more employees. Marketing efforts for these new firms will need to be different from efforts targeted towards already established concerns. Information can be provided to these newer businesses for future reference and needs, whereas efforts for older firms need to be directed towards present needs and requirements.

Although firms currently hiring students from the SDCCD believe these recruits are more than adequate or adequate in their level of training, efforts need to be increased to produce higher quality employees. This increases the credibility of the SDCCD, its programs and its graduates. The number of firms who recruit from the SDCCD is very low. The question was not raised on the questionnaire as to <u>why</u> these firms do not use the SDCCD's placement services. However, numerous firms are unaware of the SDCCD's vocational educational training services (although they are members of the Advisory Board). It is possible that firms are also unaware of other programs offered by the SDCCD.

Additional research might be conducted to determine which programs have high percentages of recruited graduates and which programs have low placement rates. Working through the vocational advisory process, the SDCCD may ascertain

why employers are not actively recruiting SDCCD's graduates in these specific programs, and efforts can be made to increase interest and desire in these programs and graduates.

Several firms commented on the need for more advertising and increased communication with employers. This is an ideal way to inform the San Diego business community of available training services as well as programs offered. Survey results indicate that newspaper ads are the most popular form of recruitment among employers in San Diego. This creates an area of opportunity for the SDCCD to promote itself and its students. Response to ads can be overwhelming and it is a time consuming process for a busy manager. Hiring graduates of the SDCCD decreases the time and effort needed to find qualified employees, and this needs to be emphasized.

All surveyed firms are on the Vocational Education Department's Advisory Board, yet half of the firms are unaware of training services provided by this department. This lack of awareness seems to be a problem. Better interaction and communication is needed. Regular meetings, etc. need to be scheduled to keep employers informed, interested, and active.

The last section of the survey was designed for comments. One question addressed the effectiveness of the Vocational Advisory Boards. Comments ranged from very effective to very ineffective. A substantial number of respondents indicated that the SDCCD does not use and implement suggestions from the Vocational Education Board. If the SDCCD is to gain credibility and respect from the business community, and the Vocational Adviser process is to be viable, more effort needs to be made to solicit, evaluate and use employer's comments and suggestions. Many surveyed questioned the effectiveness of the process. Although a majority believed the role of the Vocational Committee to be important, a significant number also indicated that the committees were ineffective.

Listed below are some verbatim comments taken directly from the surveys highlighting general feelings regarding the effectiveness as well as the importance of the Vocational Advisory Boards.

<u>Importance</u>

-Very, if comments are adopted and implemented.

-Not important, the advice is seldom used.

-Only as important as is the willingness of the SDCCD to heed the recommendations and implement them.

-Very, if advice is used and taken seriously.

-Critical to program integrity. More say in instructor selection needed.

-I think it is extremely important. We are the peers of the people who are training and I feel our leadership is very important.

-Very important to offer employer input into tailoring of programs to meet needs of both employers and students.

-It is very important. It keeps the programs current and allows industry contact with future employees.

Effectiveness

-Not very. SDCCD fails to use some of the most talented employers in San Diego to their advantage by not responding to their recommendations in a timely manner.

-My experience has shown this committee to be too bureaucratic to be effective. Often only a forum for instructors (SDCCD) to air problems that should be solved in house.

-When advisory committee members were instrumental in recommending instructors, they were more effective. Leadership ability, subject knowledge, ethics and general demeanor can best be evaluated by peers. Since this is no longer a function of the committee, some of the advantages of group input have been lost.

-Has given instructors insights to emphasize instruction within budgetary or other constraints.

-Very effective in guidance, reinforcing needs of the community to educators and specific professional advice.

-Have noticed an improvement in the student skills and caliber of the student over the past few years.

Internship programs were mentioned several times as an area of improvement for the SDCCD. This is an ideal way for employers to inspect the quality of programs and students from the SDCCD on a first-hand basis. Services marketing literature and research indicates that the purchase of a service involves high risk and that consumers are risk averse. Unlike products, services cannot be sampled and returned. Of course, an employer can hire someone and fire that person if they do not meet expectations, but the source of the purchase has lost credibility and the employer must begin the search again. Therefore, setting up internship programs allows employers to "sample" the product before "purchasing"

(hiring the graduate). It also allows the SDCCD to get immediate feedback on the student and the program.

A majority of respondents indicated that integration of basic skills into technical training is an important goal. Content, or work driven basic skills instruction seems to be the consensus of employers as a method of accomplishing the dual tasks of raising both basic (reading and mathematics) and technical skills at the same time. That is, use actual job training and task materials to teach the needed skill required in the work setting. Current practices of attempting to raise students reading and math levels in a general or non-specific context prior to entering a technical training program often decreases the relevance of the training program to the student and may artifically extend the time a student is in preparation for the job. By using actual vocational preparation materials in the teachning of basic reading and math skills, time in training may be reduced thus reducing attrition and producing better trained employees. The SDCCD may need to better integrate basic skills content into technical training to attract businessed and their employees.

Basic skills seem to be an area of concern for approximately 15% of employers. These respondents indicate that entry level employees are poorly prepared in the basic skills, yet at the same time do not offer programs addressing these needs. Short-term, seminars and workshops meet the needs of a significant number of firms. This is another opportunity for the SDCCD to provide training to employees of firms that feel they should be offering these types of programs, but presently do not offer them.

Other firms feel that vocational college training is most appropriate to fill their needs. These training programs need to add basic skills training into the curriculum, so that employers recruiting graduates from these programs hire a better educated employee with good basic skills. If not, the SDCCD can promote its programs by capitalizing on its dedication to producing better and more literate graduates by emphasizing the introduction of basic skills training into its various curricula.

Some firms also mentioned the need to attract and produce higher quality graduates as well as to implement higher standards of performance. If it is not possible to raise standards, the SDCCD can track top programs, hiring statistics from various programs, etc. as well as incorporating suggestions made from employers into the curricula to establish better credibility and interest among employers.

The SDCCD can establish and/or attend program fairs for employers highlighting programs and changes to current programs to attract new and continuing interest in the SDCCD. The SDCCD vocational education training services department can set up appointments with Human Resources departments in firms who do not offer basic skills and business skills training and introduce their programs and services to expand awareness and elicit interest within the business community. Another avenue of introducing programs into the business community that was mentioned is for a representative from the SDCCD to attend professional association meetings to promote available programs specifically targeted to that particular association.

Employers indicated that customized training programs are considered important. The SDCCD currently has training programs linked with General Dynamics. Perhaps connections can be made with other large concerns to implement similar programs.

APPENDIX A

Business and Industry Survey
Responses to Questions 31 through 34

SAN DIEGO COMMUNITY COLLEGE DISTRICT
EDUCATIONAL MASTER PLAN
BUSINESS AND INDUSTRY SURVEY RESULTS

The Educational Master Plan Business Survey was conducted to assess the educational needs of business and industry. Participant names and mailing labels were provided by the Vocational Education department of the San Diego Community College District. A total of 1,100 surveys were administered to the Vocational Advisory Committee participants. Three hundred and fifty-nine (359) surveys were returned, yielding a response rate of approximately 34%. Questions 31, 32, and 33 asked the respondent to comment on the Vocational Advisory Committee process as well as changes they would like to see over the next five years in the SDCCD Vocational Education and Employment Training programs. Question 34 asked respondents what posed the greatest challenge to their organization. A summary of the responses and comments have been provided in the "General Comments" section. Verbatim statements are documented in the section "Specific Comments".

General Comments:

Question #31:

How important is the role of the Vocational Advisory Committee?

Very Important	Fairly Important	Important	Not Important
117	32	57	19

Question #32:

How effective do you feel the Vocational Advisory Committee has been?

Very Effective	Not Effective	Fairly Effective	Effective
58	35	52	49

Business Survey Results
General Comments (Continued)

Question #33:

What changes in the Vocational Education program would you like to see over the next five years?

1. Purchase new equipment
2. Better organization
3. Expand courses
4. Meet more frequently
5. Better Recruiting
6. Internships
7.. Advertise classes better to the public
8. Go to the work sites and see what is needed
9. Prepare the students for job interviews
10. Follow up on the committee suggestions
11. Keep up with industry changes
12. Make committee members more aware of problems
13. Improve skills of existing employees
14. More high tech classes
15. Inform students of the reality of work - ethics, responsibility, obligations, etc.
16. Improve competency of graduates

Question #34:

In your opinion, what is the greatest challenge facing your organization today?

1. Lack of trained personnel
2. Lack of employees with prior experience
3. Paying good wages
4. Government regulations
5. Keeping up with technological changes
6. Literate applicants and employees
7. People management
8. Staying on top of the industry information
9. Being competitive
10. Budget
11. Employees who lack motivation
12. Growth
13. Finding employees with a good work ethic

14. Finding employees who are willing to work up the ladder and willing to pay their dues to establish a career.
15. Finding experienced employees who have the skills necessary to handle the practical as well as the technical problems in a work place.

Specific Comments:

Question #31.

How important is the role of the Vocational Advisory Committee?

Very important, but we meet too seldom, discuss why things can't be done versus how to do it anyway. Need more pro-active members on both sides.

Very, if comments are adopted and implemented.

The committee is vital in that it keeps educators in step with todays industry.

As no specific courses are offered to train people desiring to enter this particular field, the VAC isn't very important to us.

Very important to the organization of vocational programs designed to orient the students to the work force, and development of most skills necessary to enter their career field.

Very important. We meet with John West. He should be at our meetings every other month- 6 times per year would be helpful.

Critical to program integrity. More say in instructor selection needed. Some escrow classes offered through ECC, not under VOC guidance.

Could be important if a vital organization. Present form needs to be revamped somehow to make it more meaningful to participants.

It has not been important - we have not met in over 3 years.

I think it is extremely important. We are the peers of the people who are training and I feel our leadership is very important.

Important, but it shouldn't be the sole source of input. More surveys like this one would give a broader base of information.

Very important to offer employer input into tailoring of programs to meet needs of both employers and students.

Gives staff an insight into what's happening in the marketplace.

It should play an important role in the selection of curriculum and facilities.
Very, if given direction.

Extremely important for continued growth of personnel skills with basic technical techniques, major source to train new recruits for this business.

Not very important. It could be structured in such a way that it could be of great importance, but not in its present format.

It should be very important to future value of students course work.

Critical for employers and educational community to work together to address mutual needs.

They help keep you abreast of the changing needs of the vocations as well as being your support team. Call on them to give special presentations to the classes.

It is very important. It keeps the programs current and allows industry contact with future employees.

Very important, especially from an industry standpoint.

Not important, the advise given is seldom used.

Must have one to guide and advice the college regarding pertinent industrial skills required by local industry.

Have been impressed with degree of interest of committee and commitment to CSR technician program. This is my only exposure.

Only as important as is the willingness of the SDCCD to heed the recommendations and implement them.

Not too important.

Important for identification of market (employment) requirements.

Very important; should be more actively involved and not "rubber stamped".

Very important but not well publicized- not only to personnel but to managers.

I was disappointed with some of the members I saw there. The Chief Pilot of PSA/USA said older women shouldn't be in the Community College system. He said they are keeping deserving students from getting an education. I feel we are all equally deserving. And possibly, women more so since I once heard that if you educate a woman, you educate a family. By the way, the SDCCD teachers in the room did not dispute the uneducated man from USA.

I don't see it as being an influential group - more of a validation process for current programs and policies.

Without it, I don't think the educational community would know what industry trends are. There has to be good communication between us.

Very important. The committee is the eyes and ears of industry. The trends education/training needed and most importantly where that particular industry is headed.

Not very important - little actual control or direction. Filler paper, no real management.

Very, if advice is used and taken seriously.

If listened to, very important. This is the voice of the students future employers.

To date, the VAC has acted strictly as an official committee as required.

If acted on, would improve educational outlook for student.

Most important in structuring curricula which is meaningful and practical.

Without it, we would not have input, data base or trained personnel for employment.

Very. They work in the field and can give input as to direction and needs.

Very. Should have more authority.

Very important, the committee sets the standards. It's also very helpful for the advisory member. There is an opportunity to get to know your peers and get their input on issues.

Industry participants provide up-to-date information regarding skills and education necessary to keep job training at a state of the art level.

A good sounding board for faculty ideas. Should meet more often and offer more timely feedback.

I am not sure because we really have not been involved.

Very important to upgrade equipment

Very important to keep industry opinion and support of your programs.

I think its very important because if officials know what they are doing, it will show in the graduating students.

No comment. I'm not sure when they're supposed to meet and who it consists of.

Question #32:

How effective do you feel the Vocational Advisory Committee has been?

I haven't seen where we have been effective. I do not receive any feedback to our input. This is not the case on the other advisory boards I serve on.

Not very. The one I was on was difficult to get points adopted.

Not very, SDCCD fails to use some of the most talented employers in San Diego to their advantage by not responding to their recommendations in a timely manner.

Not very effective in training potential motorcycle mechanics.

Depends on committee- for technical illustration and technical writing programs, very effective.

Contacting high school guidance counselors was a very effective step to developing a good transition from high school to college and career.

Have not yet had the opportunity to see the committee actually pull together as a team to complete anything.

Very effective in providing guidance in selection of sites and timing of escrow class offerings, but unable to have much say in instructor selection to maintain quality of program.

My experience has shown this committee to be too bureaucratic to be effective. Often only a forum for instructors (SDCCD) to air problems that should be solved in house.

Not effective.

Not very.

I can speak only for our committee and feel we have been very effective in helping the department, faculty and students.

Very effective, and in turn SDCCD listens and acts.

Moderately successful.

Moderately effective within the limitations of the system.

Staff seems receptive to input, but semi-annual meetings do not ask much of committee members.

Fairly good to excellent.

Not very effective.

You would have to be the judge.

Being on this board since 1979 has given both the students, school and my company many qualified technical illustrators. Over 100 from your school have started here.

Not very effective, but it could be.

Not as effective as it should be. I realize time, resources and logistics (as well as internal politics) all limit actual use of committees. The new approach of bringing faculty coordinators and committee members together is good - but possibly too large a group.

Advisory committees need more industry participation, more meetings and more specific agenda and milestones.

Only one experience, real estate - poor.

Not effective at all.

Probably needs some improvement; staff is too shipbuilding oriented - San Diego is an aerospace high-tech town.

Have noticed an improvement in the student skills and caliber of the student over the past few years.

Reasonably, but not maximally so.

Not very effective, we could meet more frequently and be more involved.

Fairly effective, but seem to only approve what educators propose.

Not effective at my company.

We have not been utilized to full potential. The meetings should be used constructively and not discuss internal problems as is being done now.

As well as the amount of money that has been allocated to the commercial art programs - we need to market these programs.

I serve on the C.S. Advisory Committee and find that the committee has assisted in the up-grading of the current program. Has consistently contributed to the elevation of the standards.

Group consensus is primary emphasis, not thought in new direction.

Not very effective. It is difficult for many employers to send someone to be an active member of the committee.

Fair, I think that the administration does not think it so important.

Leans toward the union voice!! Overall fair.

As a member, I have not been asked for input between meetings, nor given assignments, nor requested to do much other than attend meetings.

Not very. Everything moves very slowly. There is never any money for new classes.

Has given instructors insights to emphasize instruction within budgetary or other constraints.

Moderately effective - could use more dynamic approaches.

Very effective but only in the technical areas and not in the technical skills.

Good. We have not always been kept informed of curriculum adds and changes in our department and in corresponding departments.

Adequate. Major strides at first, minimal in recent years.

Very effective. The committee supported the addition of another semester of class. Other central class in the areas offers 1 year class. When the students take the national exam, they will be more competitive.

When advisory committee members were instrumental in recommending instructors they were more effective. Leadership ability, subject knowledge, ethics, and general demeanor can best be evaluated by peers. Since this is no longer a function of the committee, some of the advantages of group input have been lost.

Very effective in guidance, reinforcing needs of the community to educators and specific professional advice.
There is no interaction between advisory committee and upper management.

I feel we have informed the faculty of changes in methods and equipment which are coming about as the result of environmental issues.

They should be able to see the classes and equipment used, to be able to talk to the students and comment on their needs to these students looking for employment.

Fairly good with one meeting a quarter, declining attendance.

It gets bogged down.

Business Survey Results
Specific Comments (Continued)

Question #33:.

What changes in the Vocational Education program would you like to see over the next five years?

Go out and seek from companies and individuals the specifications you need - also go after doers!

More up to date technology related to machining.

To develop programs that can be used by industry, and not limited to in house talent.

Would like to see a comprehensive training and certification program for small engine mechanics with emphasis on motorcycle technology. (Very advanced)

More frequent meetings; instructor evaluations.

Develop aptitude testing for new students and graduates. Fundamentals should be taught at high school level, programs and courses in higher-level learning at community college level.

We need permanent classrooms - we cannot establish our supplies and tools if we are always moved to different classrooms.

Stronger advisory committees. More conveniently located classes.

Reorganized to eliminate competition among SDCCD divisions and staff, re-access staff for competency and administration for awareness of VOC ED program needs.

Increase technical skills training.

Vocational education given greater respect in the school system and provided with a budget and classroom space to properly educate.

Perhaps a stronger voice - leading us to feel more effective - perhaps at least 2 more meetings a year.

Actively hone in on and teach youngsters how very important work ethics are. It is the only way they are going to keep their jobs, and, equally as important, advance!

Input from people taking courses on what courses they want.

Use more instructors from industry.

Emphasize entry level skills which can with additional training and education, be merged into advanced programs or 4 year programs to result in degree or license.

Internship programs would be helpful - prospective employers would doubtless feel more confident about hiring and students would have better idea of what is expected.

More advertising, or more information to employer about present programs - apprenticeship.

I feel hygiene would be an excellent addition to the school and our community.

It needs to be updated to current technology being used in the industry.

More convenient meeting time out of prime work hours.

More follow up.

Commitment to the basics always. There is no short cut, for fundamentals are the building blocks in our technical world. Need more basic isometric drawing and ink tracing. Also blue print reading and working to a time frame.

Establish a working task force to identify major needs and barriers to hiring and success on the job. These will certainly include "academic" skills such as writing, basic arithmetic, reading comprehension, and ability development in speaking, communication, judgement and job attitude, then return to "experts" to help develop a curriculum around these - possibly even an internship and partnership arrangement with major employers.

More emphasis on on-site training vs. on campus.

More input and assistance from the individual professions. Expand the programs (specifically dental) to offer classes to dental assistants so they may go into specialty practices, i.e. oral surgery, orthodontics, etc. or even become office managers.

I would like to see smaller classes allowed. Some have been cancelled due to limited enrollment. I feel they will be larger in the future.

More directed programs, more Real Estate industry exposure.

The students are not prepared for the jobs that are available.

To teach people to commit to their jobs. If they promise a job by 8:00 the next morning, the job should be ready by 7:59 the next morning, not 8:15 or 9:00 but 8:00. We know a lot of business people and we all have the same problem with our employees.

Increase or offer technical classes. Metallurgy, heat treatment, etc.

Definitely promote the CSR technician program - stay abreast of all changes. Arrange for on-the-job exposure to students with appropriate liability coverage.

More emphasis on the development of language arts and effective written communication.

Emphasize learning basic skills.

More continuity and education for its members.

Improve follow-up communication between educators and advisors; make services better known in business community.

More contact with employers through management.

Place emphasis on skills and quality. Communication (writing) skills need to be better.

Recruiting in the high schools/military and to be competitive with the private schools - best buy in vocational education with the best education.

Continued and expanded support of vocational programs. Assistance to minorities and their English so they can better be brought into business.

More up-to-date technology courses in computers and carpenter uses, programs, etc. More "real world" teaching of basic subjects. Finding employees who can think. We are so intent on teaching students to pass tests and get a degree that we rob them of any motivation to think. Students are taught by most instructors not to think but to repeat information back to them, memorize - not thought out - and soon forgotten.

Higher skilled instructors being paid higher wages.

In place of employers going to the college to express needs - the committee chair-person and instructors should visit the work environment and observe and take notes from employees doing various jobs.

More finances to upgrade programs and to get needed facilities and materials, more help for teachers so they don't get discouraged and loose them.

Add a class and degree for construction management.

Must keep pace with changes that are occurring in the various fields. More handicapped and elderly programs; more education in children.

Better equipment for the kids to learn on. Power sewing offered for an AA degree at Mesa.

More community and industry involvement to give direction to meeting needs.

More broad based exposure to San Diego industry and science to the program and students.

An effective coordination effort between SDCCD and the industry to evaluate and establish programs to meet the needs of the community and the industry.

Increase meetings to 3 times a year and receive input from other Vocational Education departments affecting ours.

I think SDCCD already does an excellent job in education as well as job training. You offer something for everyone. Keep up the good work. Need better advertisement of classes.

Recruit new members to advisory board - increase community awareness of program.

Continue to strive for the experts in particular fields. A teaching credential often does not insure that the person is still qualified to teach current subject matter. Minimally, an instructor should be asked to pass a final examination in any subject area before being hired.

More emphasis on bi-lingual (Spanish-English) to deal more effectively with our neighbors immediately on our southern border.

Improved competency of graduates.

Upgrade of the tools and equipment needed to train the students to meet the job market.

Construction of a new skill center with the latest array of state of the art equipment.

From my perspective - to increase the general competency and skill level of the work force pool as well as to assist companies in curriculum they feel would be beneficial in developing their work force.

I feel that the instructor should be more in touch with industry members and the projects of the students as well as their performance records should be shown to anyone looking for someone to hire.

Make more one or two night high tech automotive workshops.

More flexibility in meeting needs of industry.

I hope that the legislation regarding a BA or BS for Vocational Ed instructors doesn't affect those teaching as we may lose some effective instructors who don't have these degrees.

Probably less technical, more computer science.

Telling the students that the working world is very competitive and that working together as a unit will benefit and help everyone. Be more considerate of people and their feelings.

Orient committee to how SDCCD organization works and define specific goals.

Again increased numbers in vocational programs. Better recruiting at high school level. Incorporation of a career ladder from RDA to Registered Dental Hygienist.

Continue with low cost classes and Fire academics. Recruit new young instructors for classes.

Question #34:.

In your opinion, what is the greatest challenge facing your organization today?

Finding excellent people who have top basic technical skills and the ability to become self starters.

Finding qualified, entry level machinists.

Hiring workers who are technically sound, but have good common sense.

Poorly educated and under trained personnel.

Ineffective management.

Labor shortage of people willing to start out "at the bottom" and develop skills necessary to advance. In-house training is offered, but not successful due to lack of patience and desire.

Motivate students to stay in school for a full four year program.

Remain competitive by providing quality services and products to customers. To do this employees must have excellent basic skills (verbal, reading, writing and computation) and technical training to do the job and do it right the first time.

Providing production with people who have basic skills (language, math measurement) and work ethic and attitude that can be further trained.

Finding competent trained employees.

Providing the industry with sufficient number of qualified construction craftsmen.

Work ethic is not so strong; salaries are too low; poor health insurance benefits and of course the struggle of the single working mother.

A lack of educated, skilled, teachable employees who are willing to put in a honest days work - "work ethics" is a problem in the factory floor through the upward ranks of white collar workers - mostly the 18-35 age group!

Maintaining production, morale and cohesiveness.

Getting personnel for entry level positions.

Providing cost effective services to patient and physician
Obtaining well trained and dedicated personnel.

Recruiting and keeping skilled legal secretaries.

The upgrading of all trades - more apprenticeships.

Finding highly qualified hygienists and RDA's.

Continuing to recruit and hire personnel with training in the latest technology.

Time to achieve project deadlines.

Skilled labor force.

More skilled students. Enrollment means we have to look outside to obtain the needed personnel required to accomplish our work on time with high quality.

Hiring and retaining qualified people.

Increasing state and federal mandates, increasing service requirements and reduced revenue sources since Prop. 13. I would like to discuss the possibility of a certificate in County Government with you. D. Boerner.

Literacy; basic math skills; reading levels for entry level jobs.

The crisis facing the dental profession is that people are leaving the profession on a "national average" after 18 months.

I feel more and more job classifications in our operation will require certification to the future, and we will require training to get them to pass the test.

Finding trained, motivated, skilled help.

Change.

Keeping up with the latest trends.

Trying to hire people that are not on drugs! Who have been trained as a child to have responsibility for their action. We have found that you cannot train these habits out of them. So I do not know what to tell you, so you can train people better for those of us (who hire). The one thing that has helped our business in the last few months is we have hired older people. They are trainable and they know what committing is. I hope we will not always have this problem with young people.

Capital expenses for equipment (new & used). Japan and increasingly tougher competition from local companies.

Coping with changes in the Health Care field- sicker patients, less nursing staff, more complex equipment and procedures.

The seeming lack of the availability of persons for hire who possess training in language skills and written communication.

Increasing production to offset salaries and overhead.

Reducing costs, improving quality, maintaining market share.

Keep production in U.S.

Finding qualified people who understand the real working world.

Keeping people in school and motivating them to improve themselves. Too many settle for too little.

Retaining skilled, motivated people.

Getting skilled/technical/quality oriented people (multi-talented) to help us in our quest for total quality management. We need people that want to work.

Selling the job, but foremost finding the particular client that will round out the customer list.

Motivation of an employee who has very little chance of upward mobility.

Finding entry level people with an established positive work ethic.

Providing pride of workmanship service against tough budgets.

Maintaining a work force of employees who are drug free and who are dedicated to their job and to the good of the organization.

Skilled work force available for employment.

Employees, taxes and insurance.

Finding competent and motivated people with a desire to learn new methods and upgrade old ones.

AIDS education, maintaining current information in an age of fast moving technology.

Space and money for growth within the system.

Getting people with technical skills appropriate to the level of technology in industry.

Recruiting and maintaining qualified individuals.

Keeping employees interested in their job and providing regular, periodic continuing education.

Finding and maintaining qualified people and the high cost of living in the San Diego area.

The potential changes and influence the Convention Center will bring.

To get properly trained employees in the North County.

Hiring skilled employees, who can follow instructions and learn all the particulars of working with the government.

Hypothetically, honesty, integrity, and the ability and time to keep up with the changes in real estate law.

Salary - most applicants want to start at $10.00 an hour in a trainee position.

Staffing, clinical competency.

Change. Being able to change in such a way that it is a benefit to the organization and the individual employee and the customer.

Complying with upcoming air quality control regulations which will change the materials and equipment we now use.

Impressing on the business community the vital need to support self-regulation and free enterprise.

Managing the work force to be more productive.

Well educated people with good attitudes who are still willing to learn as they work. I feel that the administrators at City College are wonderful to work with, but a good student requires a good instructor. If any class does not meet enrollment, question why?

Attracting smart and eager young people to the auto tech career.

More productivity of employees in years ahead. Better trained and motivated entry level employees.

Proper training for the legal secretary and maintaining student to enroll in classes and become secretaries.

Workload.

Not really caring - it's work so let's do it and that's it. They don't seem to care one way or the other.

Meeting increased demands by public with reduced funding.

Lack of qualified Registered Dental Assistants, Hygienists and the Front Office personnel.

Complying with mandated state and federal regulations within budget

APPENDIX B

Copy of Survey Instrument

↓ KEEP OVERPRINTING WITHIN THESE LINES ↓

FEED IN THIS DIRECTION

Y N

1. Please indicate the category in which your organization would be classified. (Selections continued in Question # 2 if necessary).
   A. Services *B.* Manufacturing *C.* Retail *D.* Wholesale *E.* Transportation
2. Question Number 1 Continued.
   A. Trade *B.* Office/Business *C.* Health/Human Service *D.* Technical
   E. Other, please specify:_____
3. Please indicate how long your organization has been in business:
   A. Less than one year *B.* One to three years *C.* Four to six years *D.* Seven to ten years *E.* Over ten years
4. What is the approximate number of employees in your organization?
   A. 0-50 *B.* 51-100 *C.* 101-150 *D.* 151-100 *E.* 201+
5. How many employees do you anticipate your organization will hire over the next five years? (Years 1990-1995)
   A. None *B.* 1-25 *C.* 26-50 *D.* 51-100 *E.* 101+
6. How many employees do you anticipate your organization will hire over the next ten years? (Years 1996-2000)
   A. None *B.* 1-25 *C.* 26-50 *D.* 51-100 *E.* 101+
7. What is the most common method for recruiting or hiring employees?
   A. Newspaper ads *B.* Employment office/Agency *C.* Personal referrals
   D. Job announcement
8. Does your organization actively recruit graduates from SDCCD programs?
   A. Yes *B.* No *C.* Do not know
   If yes, please specify which program or degree sought:_____
9. If you responded yes to Question #8, how would you rate the quality of training these employees received at the SDCCD?
   A. Excellent *B.* More than adequate *C.* Adequate *D.* Less than adequate *E.* No opinion
10. How well prepared do you feel your entry level employees are in the basic skills of Reading, Writing and Mathematics? *A.* Well prepared *B.* Adequate *C.* Not prepared *D.* Do not know

For numbers 11-20, indicate who is the primary provider for each training/staff development activity:

A. In-house staff B. Outside vendor C. Employees sent to outside workshop
D. Not offered or Not applicable E. Not offered but needs to be

11. Management/Supervisory Development
12. Written and/or Verbal Communication
13. Reading/Comprehension
14. Math/Computation
15. Customer Relations/Work Attitudes/Ethics
16. Technical Skills/Knowledge
17. Clerical/Secretarial Skills
18. Microcomputer Applications; e.g., Lotus 1-2-3, WordPerfect, etc.
19. Sales Training
20. Update employee skills in technology, administration and current job setting

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SURVEY MARKING INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME

SPECIAL CODES

A	B	C
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	6	5
6	6	6
7	7	7
8	8	8
9	9	9

SURVEY NUMBER

NATIONAL COMPUTER SYSTEMS NCS

DO NOT PRINT IN THIS AREA

Y N

21. As an employer, which types of courses would best meet the skill requirements of your organization? (Select all that apply)
A. Transfer credit to a four year college *B.* Vocational college training *C.* Adult Basic Education/English as a Second Language *D.* Non credit Adult Vocational Education *E.* Short-term seminars and workshops

22. Are there any additional needs that you feel the SDCCD should attempt to meet?
A. Yes *B.* No
If yes, please specify:_____

23. If you have not used the SDCCD vocational education training services, please describe your reasons (Select all that apply):
A. Not aware of service *B.* Used other provider *C.* Services not convenient *D.* Don't offer what we need *E.* Other, please specify:_____

Fill in the appropriate circle to correspond with the matching Question for numbers 24-31:
A. **Very Important** ***B.*** **Fairly Important** ***C.*** **Important** ***D.*** **Not Important** ***E.*** **No opinion**
How important is it for the SDCCD to do the following:

24. Provide San Diego employers with customized training programs?

25. Offer occupational programs which prepare people for employment, change of employment, or advancement in their career?

26. Offer occupational programs which help people to maintain or obtain a license or certificate?

27. Provide assessment services to San Diego employers to identify basic skill levels of job applicants and/or current employees?

28. Provide training programs to San Diego employers to improve basic skills levels (reading, writing, computation) of current employees?

29. Integrate basic skills (reading and mathematics instruction) into job technical training?

30. Provide Vocational English as a Second Language (VESL) instruction?

The following questions are for your comments only:

31. How important is the role of the Vocational Advisory Committee?
Comments:_____

32. How effective do you feel the Vocational Advisory Committee has been?
Comments:_____

33. What changes in the Vocational Education program would you like to see over the next five years?
Comments:_____

34. In your opinion, what is the greatest challenge facing your organization today?

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THANK YOU FOR YOUR PARTICIPATION !!!

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